DOCUMENT RESUME

ED 090 184 95 SP 007 913

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TITLE	Module Cluster: IFE-003.00 (GSC) Analysis of Selected Educational Issues.
INSTITUTION	Glassboro State Coll., N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	13p.; For related documents, see SP 007 907-912, 915-918, 920, 921, and 933
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Current Events; *Education; Educational Accountability; Educational Finance; *Educational Problems; Equal Education; Performance Based Teacher Education; *Performance Criteria; Teacher Education; *Teacher Programs
IDENTIFIERS	New Jersey

ABSTRACT

This module is one of several designed for the Camden Teacher Corps project. The general objectives of the module are a) to develop or increase the student's awareness of selected, abiding issues related to education facing New Jersey and the nation; b) to develop the student's thinking and analysis as they relate to the issues; and c) to provide both cognitive and emotional "relevance." The module cluster assumes that the student will, in the future, play an active role both as teacher and citizen. The modules in this cluster include Control and Financing of Education, Future Control and Financing of Education in New Jersey, Relevance in Education, Equalization of Educational Opportunity, and Accountability. For each module the objective, prerequisite, preassessment, instructional activities, postassessment and remediation are specified. (JA)

ED 090184

Module Cluster: IFE - 003.00 (GSC)

Analysis of Selected Educational Issues

Dr. R. D. Zahn

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SP 007 913

Department of Elementary Education

Reference System Designation:	IFE - 003.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, New Jersey 08028
Component:	Issues in Foundations of Education
Module Cluster:	Analysis of Selected Educational Issues
Developer:	Dr. R. D. Zahn
Date of Development:	Summer, 1973

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

IFE - 003.00 (GSC) Analysis of Selected Educational Issues

General Objectives of Module Cluster

The purpose of this module cluster is to develop or increase the student's awareness of selected abiding issues related to education facing the state of New Jersey and the nation. This module is designed to further develop his thinking and analysis skills as related to the issues. It attempts to tie the large issue to the student's particular teaching situation in an effort to provide both cognitive and emotional "relevance".

Module Cluster Rationale

This module cluster assumes that the student will, in the future, play an active role as both a teacher and citizen; that he will make decisions such as voting choices based on information and an assessment of that information as it relates to what he values. It assumes that opinions held by individuals vary in quality and that the odds for holding a "valid" opinion increase markedly when the person holding the opinion has based it on a study of the facts involved and the relationship of the facts involved.

The module attempts to place the study of large issues in such a manner that they bear as closely as possible on the current life of the student in order to make the module have personal interest and meaning.

Module Cluster Prerequisites

Successful completion of Module Cluster IFE - 001.00 (GSC) and Module Cluster IFE - 002.00 (GSC).

Modules Within this Cluster

IFE - 003.01 (GSC)	Control and Financing of Education
IFE - 003.02 (GSC)	Future Control and Financing of Education in New Jersey
IFE - 003.03 (GSC)	Relevance in Education
IFE - 003.04 (GSC)	Equalization of Educational Opportunity
IFE - 003.05 (GSC)	Accountability

IFE - 003.01 (GSC) Control and Financing of Education

Objective

The student will be able to, in writing and with the aid of pertinent materials, identify aspects of the instructional program in his school which have relationship to:

1. Federal financing and control.
2. New Jersey state financing and control.
3. City of Camden financing and control.

Prerequisite

Successful completion of Module Cluster IFE - 001.00 (GSC) and IFE - 002.00 (GSC).

Pre-assessment

Paper and pencil test as per the objective.

Instructional Activities

1. Read Conflict and Decision; Rich, J.M.

   "The Semantics of Federal Aid and Federal Control," p. 297.

   "Local Control of Education," p. 306.

   "The Economics of Education in Urban Society," p. 329.

   "The Politics of Public Education,"

2. Read Full Funding of State Aid, reprint of article in N.J.E.A. Review, Oct., 1971.
3. Interview Camden, New Jersey School officials responsible for funding and administration of schools.
4. Study budget and supporting data for Camden, New Jersey Schools.
5. Class discussion.
6. Activities to be planned jointly with instructor.

Post-assessment

Paper and pencil test as per the objective (alternate form).

Remediation

1. Reread assigned materials
2. To be planned jointly by instructor and student.

IFE - 003.02 (GSC) Future Control and Finance of Education in New Jersey

Objective

The student will be able to, in writing and with the aid of pertinent resources, speculate on future methods of financing public education in New Jersey and list what changes for urban schools these methods may help bring about.

Prerequisite

Successful completion of Module Cluster IFE - 001.00 (GSC) and IFE - 002.00 (GSC).

Pre-assessment

Paper and pencil test as per the objective.

Instructional Activities

1. Listen to tapes such as Ruth Mancuso Tapes, Glassboro State College Foundations of Education Department, 1973.
2. Read Tax Reform (reprint from Nov. 1970 N.J.E.A. Review).
3. Read recent newspaper and magazine articles related to financing of public education in New Jersey.
4. Class discussion.
5. Interview New Jersey state legislators.
6. Read Schools Without Property Taxes, Phi Delta Kappa Fastback.
7. Activity to be planned jointly by student and instructor.

Post-assessment

Paper and pencil test as per the objective.

Remediation

To be designed jointly by student and instructor.

IFE - 003.03 (GSC) Relevance in Education

Objective

The student will without aid, in writing or orally, describe any attempts made in his school to provide a "relevant" education for children. Secondly, he will describe changes in his school that he would see as a means to increase the degree of "relevance" suggesting strategies for the implementation of those changes.

Prerequisite

Successful completion of Module Clusters IFE - 001.00 (GSC) and IFE - 002.00 (GSC).

Pre-assessment

Presentation as per the objective.

Instructional Activities

1. Read The Disadvantaged Child: A Program for Action N.J.E.A. (handout).
2. Read current educational journals which have articles concerned with providing relevant educational programs.
3. Class discussion.
4. Interview persons involved in programs designed to provide a "relevant" education for children in Camden and Philadelphia public schools.
5. Visit programs in Camden and Philadelphia designed to increase "relevance."
6. Activity to be designed jointly by students and instructor.
7. Discuss needed changes in existing programs in the Camden schools with principals, teachers, team leaders.
8. Read Alternative Schools in Action, Phi Delta Kappa Fastback.

Post-assessment

Presentation as per the objective.

Remediation

To be planned jointly by student and instructor.

IFE - 003.04 (GSC) Equalization of Educational Opportunity

Objective

The student will be able to, in writing or orally and with the aid of pertinent resource materials, describe a proposed means for equalizing educational opportunity in the city of Camden.

Prerequisite

Successful completion of Module Clusters IFE - 001.00 (GSC) and IFE - 002.00 (GSC).

Pre-assessment

Presentation as per the objective.

Instructional Activities

1. Read in Conflict and Decision; Rich, J.M.

   "No More Nonsense About Ghetto Education," p. 64.

   "Fake Panaceas for Ghetto Education: A Reply to Joseph Alsop,'

   "Ghetto Education: A Reply to Critics"

   "Toward Open Schools"

   "Why Our Schools Have Failed"

2. Read Busing: A Moral Issue, Phi Delta Kappa Fastback.

3. Class discussion.

4. Interview members of Camden Lay Community interested in the problem of equality of educational opportunity.

5. Interview school officials.

6. Activity to be planned jointly by students and instructor.

Post-assessment

Presentation as per the objective.

Remediation

To be planned jointly by student and instructor.

IFE - 003.05 (GSC) Accountability

Objective

The student will be able to, in writing or orally and with the aid of pertinent resources, describe an accountability system currently operating within the Camden schools. In addition, he will list the forces which appear to have had a relationship to the development of the particular system with a statement hypothesizing the values held by the listed forces.

Prerequisite

Successful completion of Module Clusters IFE - 001.00 (GSC) and IFE - 002.00 (GSC).

Pre-assessment

Presentation as per the objective.

Instructional Activities

1. Read articles in handout Accountability Packet, R.D. Zahn (ed.) Glassboro State College, 1973.
2. Read Performance Contracting: Who Profits Most? Phi Delta Kappa Fastback.
3. Interview teachers and administrators in the Camden schools.
4. Class discussion.
5. Activity to be designed jointly by students and instructor.

Post-assessment

Presentation as per the objective.

Remediation

To be planned jointly by student and instructor.

Check-off Sheet for Modules in IFE - 003.00 (GSC) *

Module:	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.0	_____	_____

Student Signature: _____

* To be completed in duplicate.

Check-off Sheet for Modules in IFE - 003.00 (GSC) *

Module:	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____

Student Signature: _____

* To be completed in duplicate.

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 3 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.